



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>MY CHEMICAL SPACES</u>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<u>WESTCHESTER</u>
District No.	<u>92.5</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>CHELSEA GILDOW</u>	* <u>cgildow@sd925.org</u>
* <u>SAWY KUHN</u>	* <u>skuhn@sd925.org</u>
*	*
*	*
*	*
School Name	<u>WESTCHESTER MIDDLE SCHOOL</u>
School Street Address	<u>1620 NORFOLK</u>
School City, State, Zip	<u>WESTCHESTER, IL 60154</u>
School Phone Number	<u>708-450-2735</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<u>Greg Leban</u>
Nominator's Phone #	<u>708-450-2735</u>
Best Contact Time	<u>8:00 AM - 4:00 PM</u>
Nominator's Email	<u>gleban@sd925.org</u>

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Stilgebauer 2009 Submission**Title: My Chemical Spaces**

Chelsea Gildow, Science

Sally Kuhn, Technology

Westchester Middle School, Westchester Illinois

Project Abstract: Students designed and constructed a wiki using a template based on a My Space page. The “Chemical” My Space contained information about the elements in its “profile and status updates” with pictures and links to the other chemical friend’s pages with whom they have close “bonds” with.

Grade Level: 8th Grade

Subject Area: Science, Technology

Technology Resources: Computer, Internet access, microphone, headsets, online websites such as www.wikispaces.com, <http://www.sciencespot.net/Pages/kdzchem2.html>)

Other Materials Used: Student Contract on use of wiki

Illinois State Standards/Science

State Goal 12 Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

C. Know and apply concepts that describe properties of matter and energy and the interactions between them.

12.C.3a Explain interactions of energy with matter including changes of state and conservation of mass and energy.

12.C.3b Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, mixtures).

NETS**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Process: Tech Coordinator created the wiki template, set up members, settings and created logins, passwords and contract. Tech Coordinator also monitored site. Teacher created lesson plan, work and instruction sheet and coordinated text for template. Students choose an element they were interested in. They first researched the element from authorized sites and found out the

required information for the profile such as element symbol, atomic number, atomic mass, number of protons, neutrons electrons, classification, normal phase and family name. They also found out interesting facts for the About Me section and downloaded a picture to the wiki site. They were also required to find or create a song, poem, or video about the element to link to the wiki. Students read the contract and signed it before being able to sign into the wiki. They then changed the generic password, opened the template, saved it as the element page and began to add text based on the research, links, captions and pictures. They were encouraged to format the page as they wish. They will also inserted friends or family member links to other pages created by students with which they had close bonds with. Everyone was able to add at least five friends links to their pages. This was then presented to the class.

Integration: Students have to identify the periodic table as part and parcel of their scientific curriculum. By creating pages for each element, students were able to interpret this knowledge into a new format that appeals to all learning modalities. The end result looks something like a real My Space page. By seeing the elemental friend links at the bottom of the page, students were more readily able to group chemicals and elements together. This also allowed students to have easy access to all information and relate knowledge from several areas.

Reflection: Their creativity really showed in the song or video section of the template. In the final presentations, one student even performed a rap song in front of the others based on his elements. Another student's status update on Copper read:

"Updated 5:15 PM-Getting Made into A Penny"

"Updated 5:16 PM-Getting Handed to a Cashier"

"Updated 9:43 PM-Hanging Out With My Transition Friends"

Learners were able to view multiple pages on different chemicals to view everyone else's individual information and "family bonds". Although they could edit each others pages, the pages could be tracked with a name and time stamp. This taught the students digital responsibility which was gleaned from an important lesson along the way about tampering with pages and the subsequent consequences meted out by peers when the pages were "locked down" for a few days. This also showed the popularity of the project as student's took ownership of their elemental pages. All in all, it was a successful project which will be tweaked and repeated next year.